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ОБРАЗОВАТЕЛЬНАЯ СРЕДА ГОРОДА

Аннотация. Образовательная среда города - система условий, которая обеспечивает возможность осуществления человеческой деятельности и обеспечивает некоторые основные компоненты, необходимые для полного физического, эстетического, познавательного и социального становления и развития отдельных граждан в любой точке мира. Человеческая культуры является предпосылкой и результатом образования. Таким образом, образовательную среду города следует рассматривать во взаимосвязи и взаимодействии с культурной средой. Показывается целый ряд причин для пересмотра роли образования и культуры в современном обществе. Для организации культурно-образовательной городской среды предлагается внести ряд предметно-пространственных элементов: регулирующих движение, предотвращающих нежелательное поведение, побуждающих к правильному поведению, относящихся к истории, показывающих достижения естественных наук, развивающих эстетическую культуру, вызывающих эмоциональную и эстетическую реакция, развивающих экологическое сознание, формирующих культурную толерантность.

Ключевые слова: городская среда, образовательная среда, предметно-

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EDUCATIONAL URBAN ENVIRONMENT

Abstract. Educational environment of the city - a system conditions which provides the possibility the implementation of human activity and provides some basic components needed for a complete physical, aesthetic, cognitive and social formation and development of the individual citizens anywhere in the world. With regard to human culture is a prerequisite and the result of education. Therefore, educational environment of the city should be considered in interconnection and interaction with the cultural environment. Reveals a number of reasons for the revision of the role of education and culture in the modern society. For the organization of cultural and educational urban environment is proposed to make a series of subject-spatial elements: regulatory motion, prevent unwanted behavior, prompting the correct behavior, refers to the history, showing the natural sciences, enlightening, developing aesthetic culture, causing emotional and aesthetic response, developing the ecological consciousness, forming a cultural tolerance.

Keywords: urban environment, educational environment, subject-spatial elements

Scientific research focused on the organization of the elements of the urban environment in order to ensure equality of opportunity for every resident of the city the possibility of intellectual development and creativity, regardless of place of residence, sex, nationality, language, social status, psycho-physiological features. Formation of moral, intellectual, cultural and aesthetic qualities of the inhabitants of the city. And also, the formation of moral, intellectual, cultural and aesthetic qualities of the residents of the city. Applied to humans, the term "culture" refers to the improvement of the formation of its image. Given this interpretation, the culture is the premise and the result of the human education. In the process of education a person learns cultural property (the historical heritage of art, architecture, etc.). Therefore, educational environment of the city should be considered in interconnection and interaction with the cultural environment. And then we talk about the cultural and educational environment of the city.

In the post-industrial period is redefining the role of culture and education in social life. Transformations in politics, economy, culture, work and in personal life have necessitated a radical restructuring of the education system, its objectives, content, forms, methods, means and his entire organization in accordance with the new requirements. There are changes in the structure of employment, increasing the share of intellectual labor in the production, reduced public demand for low-skilled labor, it becomes an important question of finding additional sources of internal resources for economic growth. One such source is the level of education of the population. Increasing the qualification potential of the population becomes a factor in long-term sustainable economic development. The most valuable qualities of human post-industrial society is the level of education, professionalism, creativity and learning employee's ability and willingness to self-expression, respect for cultural and linguistic diversity. However, not all countries in the transition to the knowledge economy can realize total access to education. The reasons are many, it is the inaccessibility of the territorial, financial and others.

On the other hand, economic growth and material production has led to a weakening of traditional family, community and other relations within society. The priority of material values in life determines the current and the main aspirations of the people. In these circumstances, unconditional and a sharp decline in public morality noted. Morality is a

consequence of culture, in line with its level, and is a part, an aspect of culture in general.

And thus, the reduction of morality leads to lower the level of culture.

Another reason to rethink the role of education and culture in today's society has become a migration. Migration processes have acquired a global dimension, covering all continents of the planet, social strata and groups of society, the various parts of public life. Migration processes traditional national and cultural relations in a society are destroying. The reason is primarily the social disadaptation of migrants. Problems of adaptation due to the fact that migrants are socialized in different ethnic and socio-cultural environment, they would not have acquired habits, norms of communication, typical behavior patterns that are characteristic of the receiving side. Migrants previously had different social status, fulfill other social roles. Unsolved problems of cultural and ethnic identity cause emotional stress. And it, in their turn, causes the reluctance and inability to take cultural values of another ethnic group, his language. Questions of tolerance, security and confidence in a situation of forced proximity of various cultural diasporas in the system of common urban organism is one of the most difficult in terms of organization of the urban space.

In these circumstances, the role of subject content and structure of the environment in order to improve the provision of education and culture of the population increases. Urban environment is an external force, forming people in accordance with their goals and interests, organizes the system of personal and group relations and interactions. A substantive elements and spatial elements of the city in human relations play a significant role and influence on personality development.

We are talking about not only the literal reproduction of scientific knowledge in the environment of the city. It is also necessary to specify every day citizens on human values associated with the simplest forms of human relations. That is, the city should act as a repeater in the community of scientific knowledge, cultural achievements, universal norms of morality and ethics, rules of behavior, etc.

In order to meet emerging challenges, we propose to expand the use of design tools in the development of substantive content and spatial solutions of the cities, which are based on targeted and comprehensive organization of cultural and educational environment of the city as the main instrument for the development of all spheres of life.

The relevance of this work due to the fact that the educational potential of urban space is rarely taken into attention in most studies. While the cultural and civilizational experience of humanity, is stored and transmitted to the city and its subject content. The aesthetic impact is particularly important in a highly urbanized spaces. It stimulates mental activity and generates positive emotions.

In the post-industrial era face the task to fill the cultural and educational environment of the city such subject content that would help its people escape spiritual and moral degradation in the transition from one state of society to another.

In this research, the city is regarded as a cultural and educational environment, the main function of which the human exposure at all age levels. The goal is to identify methods of filling the cultural and educational space of the city such content, which would be able to provide a range of opportunities for self-development of all subjects of the educational process. The development of urban residents depend on the organization of space, what elements it is composed, what developmental potential of individual objects space, and even on how they are located. Especially important are the elements that constitute cultural and educational heritage (monuments, ensembles, landmarks, products of human or the combined products of human and nature).

Developing cultural and educational urban environment - is a system of conditions ensuring the implementation of human activity and provides a number of basic components necessary for full physical, aesthetic, cognitive and social formation and development of the individual citizen.

The role of urban space in the development of the citizens observed on the example of

its basic functions.

Social function. Formation of the intellectual and moral potential of society, of human development and education in the public interest.

The organizing function. The aim - to offer residents all kinds of material for the active participation in various activities. The content and form of the developing environment are the impetus for the residents of the city of choice of the kind of independent activity that will meet their preferences, needs or interests form.

In forming the subject-developing environment is necessary:

- get rid of blockage space by multifunctional and incongruous with each other items;
- create space with scale for human perception;
- based on the ergonomic requirements of life: anthropometric, physiological and psychological characteristics of the inhabitants of the city.

Educational function. The aim - to build content and developing environment, aimed at creating situations of moral and behavioral choice (for example, to give up or take yourself, share or act itself, offer help or pass). Environment is the center, where the emerging framework for cooperation, positive relationships, organized behavior, careful attitude.

Developing function. The aim - the formation of subjectivity, creative life and self-generated beginning in human, the need for self-education, the formation of meaning continuous self-development.

To create items content of the urban space, performing the above functions we offer are several age groups of citizens. Methods for the formation of cultural and educational space for these groups will be somewhat different.

The first group - preschoolers. The city should be a favorable space for the child to them. Children's playground, games and educational elements directly on the streets of the city for the full physical, intellectual and aesthetic development.

The second group - the children of school age. For them in the urban space introduced a variety of educational elements are thematic expositions. Indirectly, the creation of urban space, focused on these groups, will help to attract more skilled staff city, interested in the traditional values of the family.

The third group - young people of college age. For them, in addition to the educational elements of the streets will be important to create opportunities for creative self-realization on the designated sites. Another important organization is complex campuses. These measures will help attracting nonresident and foreign students, attracting qualified teachers. As a consequence, the development of urban services.

The fourth group - the adult population. In fact, it meant to create opportunities for continuous post-graduate education through educational games and outdoor elements, the organization of the city as a creative space. In our opinion, it will to attract to the city of creative and intellectual migrants, to create favorable conditions to maintain the intellect in older adults.

It should be noted that when talking about the game elements, we certainly have in mind not only the active games, but also intellectual.

In this regard, we have carried out an experimental study of the subjective evaluation of realizability of cultural and educational values in an urban of university youth. The evaluation was conducted using the following criteria: cognitive activity, creative activity, readiness to perception, emotion.

As a method we use personal interviews with research participants. The study involved the senior students and graduate of the architectural and design department (the average age of the participants — $21,8 \pm 1,8$). The total number of participants - 74 peoples.

For the analysis of perception of the various educational and cultural image of the city we used a visual method of investigation using photographs. Participants were shown two groups of photographs of the urban environment of the city of Kazan. The first group of photographs showed the actual state of urban space. On the second - were represented by the

same fragments, but containing different cultural and educational elements of creating a computer. The aim of the aspect analysis was to identify of ability to sensory-emotional evaluation of the urban environment of the participants, manifestation of motivation of cognitive activity, motor and vegetative reactions and emotional cues. Also recorded a new semantic orientation of fragments of the urban environment.

Research has shown that the specific organization of space and the substantive content of the cultural and educational urban environment can generate the optimal level of motivation for cognitive development. Thus, the emotional reaction (filling the space of the city cultural and educational elements) acts as an emotional motivator, influencing the formation of the cognitive processes.

Research has shown a positive emotional response to changes in the urban space, that cultural and educational values directly affect the creative behavior.

For the organization of cultural and educational urban environment following categories of substantive content and spatial solutions are offered:

- regulatory motion
- prevent unwanted behavior
- prompting the correct behavior
- refers to the history
- showing the natural sciences
- enlightening
- developing aesthetic culture
- causing emotional and aesthetic response
- developing the ecological consciousness
- forming a cultural tolerance

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ПРОБЛЕМА СООТНЕСЕНИЯ ПРИНЦИПОВ ОБЪЕКТИВНОСТИ И ЦЕННОСТНОСТИ В ПРЕПОДАВАНИИ СОЦИАЛЬНО-ГУМАНИТАРНЫХ ДИСЦИПЛИН В ВУЗЕ

Аннотация: в статье исследованы способы реализации в преподавании социально-гуманитарных дисциплин принципов объективности и ценности.